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ABSTRACT

This study investigated the effects of two methods of teaching golf. The subjects were 63 male college students enrolled in beginning golf who had played no more than three rounds of golf during their life and had received no previous golf instruction. Before instruction began, each group was given written copies of the general rules of golf and received one and one-half hours of group discussion regarding rules, etiquette, and general playing procedures. Group one (S=37) was taught the basic fundamentals of golf by the traditional method of starting with the eight or nine iron; this group practiced with eight or nine irons for the duration of the semester. Group two (S=26) was taught the basic fundamentals of golf by beginning with the number three wood and practicing with it for the duration of the semester. It was found, through analysis of variance, that the mean nine hole and mean eighteen hole scores for the two groups were not statistically different prior to or following the instructional period. Comparison using the t-test revealed significant score improvement, indicating that either method could be used as the primary teaching tool in beginning golf classes at the college level. (Authors/JA)

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COMPARISON OF TWO METHODS OF TEACHING GOLF

Presented at the 1973 A.A.H.P.E.R. Convention,
Minneapolis, Minn.

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There is a need for additional studies in the field of physical education concerning the effects of different methods of teaching sports skills. Physical educators, unless keenly aware, creative and willing to take steps into the unknown, will follow the method that was used in teaching them sports skills without asking, "Is there a better way?" The acquisition of golf skill is no exception. Teachers that have taught golf will almost without exception wonder if there is a better way of developing maximum skill. Hence, this study is concerned with two methods of teaching golf.

STATEMENT OF THE PROBLEM

The purpose of this study was to investigate two methods of teaching golf skills. The study examined the effects of two methods of teaching golf and used as a criterion nine hole golf scores.

In this study the following question was asked:

> Would there be a difference in skill obtained between subjects who were taught with number three wood and those subjects who were taught with the traditional eight or nine iron.

PROCEDURE

The subjects were sixty-three beginning golfers enrolled in beginning golf during the summer and fall semesters of 1971 Texas

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Tech University. The subjects were male and enrolled in golf of their own volition. Subjects were considered beginners if they had played no more than three rounds of golf during their life and had had no previous golf instruction.

The subjects were divided into two groups and met for sixteen periods, one and one half hours in length for a total of twenty-four hours of instruction. Both groups were instructed by the same instructor.

Before instruction was begun, each group was given written copies of the general rules of golf and received one and one half hours of group discussion regarding the rules, etiquette, and general playing procedures. All subjects were required to play nine holes of golf and present an attested score card with two signatures before their first instruction period. The subjects were also required to play five more rounds of golf during the semester of instruction with the last round being played, scores attested and reported the last class meeting of the semester.

Group one which consisted of thirty-seven subjects was taught the basic fundamentals of golf by the traditional method of starting with the eight or nine iron. Group two which consisted of twenty-six subjects was taught the basic fundamentals of golf by beginning with the number three wood. During the regular instructional period, subjects hit between forty-five and sixty balls.

Instruction given to each group consisted of the following:

1. Grip the overlapping grip was presented and five check points were given to help subjects obtain the proper hand position.
2. Stance - The square stance was presented with emphasis being

placed on knee, hip and shoulder position. Also, weight distribution was stressed. Emphasis was placed on the combination of grip and stance in order to obtain proper body position at address and proper weight shift during the swing.

3. Left arm & right elbow position during the swing.
4. Head - The head was presented as the hub or spoke which the swing revolved.
5. Arc of swing - If the four above mentioned skills were executed properly then the arc of the swing would be a repeating arc.

Aside from the above mentioned instruction, all subjects spent one and one half hours on the putting green receiving instruction and practice in putting and one and one half hours on instruction in chipping and approach shots to the green. The last class period, prior to the last round of golf played by all subjects, group one has given instructions and allowed to hit the number three wood and group two was given instructions and allowed to hit the number eight and nine iron.

FINDINGS AND CONCLUSIONS

It was found through the use of the analysis of variance technique that the two group were not different at the beginning nor were they different at the end of the study of their nine hole golf scores. However, the study did reveal that both groups made significant improvement when initial scores were compared to final scores.

It can be concluded that either the three wood or the short iron could be used as a primary teaching tool in beginning golf classes at the college level.

Means, Standard Deviations, and Ranges
for Two Groups of Beginning Golfers

	Woods (N=26)				Irons: (N=37)			
	Min.	Max.	Mean	S.D.	Min.	Max.	Mean	S.D.
Initial Scores	47	92	60.3	9.0	51	83	61.7	7.7
Final Scores	42	64	53.8	5.4	45	64	54.2	6.0
Change	5	28	6.5	3.6	6	19	7.5	1.7

Analysis of Variance: Comparison of Final Scores
for Two Groups (Woods and Irons)

	Sum of Squares	DF	Mean Square	F Ratio
Between Groups	1.5249	1	1.5249	0.0460*
Within Groups	2020.4050	61	33.1214	
Total	2021.9297	62		

*Not significant at .05 level of confidence

COMPARISON OF INITIAL AND FINAL SCORES
FOR EXPERIMENTAL GROUP

Source	df	ss	ms	f
Means	1	1059.44678	1059.44678	22.21*
Within	72	3432.31494	47.67104	
Total	73	4491.76172		

*Significant at .05 level of confidence

COMPARISON OF INITIAL AND FINAL SCORES
FOR CONTROL GROUP

Source	df	ss	ms	f
Means	1	542.76831	542.76831	9.85*
Within	50	2756.91699	55.13834	
Total	51	3299.68530		

*Significant at .05 level of confidence

SUPPLEMENTAL MATERIAL*

Means, Standard Deviations, and Ranges for Two Groups of Beginning Golfers (All Subjects)

	Woods (N=50)				Irons (N-84)			
	Min.	Max.	Mean	S.D.	Min.	Max.	Mean	S.D.
Initial Scores	36	92	54.4	10.5	38	83	56.3	8.8
Final Scores	35	64	50.0	6.9	38	64	50.2	6.3
Change	1	28	4.4	3.1	0	19	6.1	2.5

Mean Scores: Initial and Final For Each Experience Group

Golf Experience (No. of Rounds)		Initial	Final
0-3	Irons (N=37)	61.7	54.2
	Woods (N=26)	60.3	53.8
*4-10	Irons (N=8)	54.1	46.3
	Woods (N=5)	55.8	52.0
*11-20	Irons (N=9)	52.7	48.6
	Woods (N=2)	52.5	48.5
*Over 20	Irons (N=23)	49.4	45.9
	Woods (N=14)	44.1	43.0

*This table includes students enrolled in the beginning golf class that were not considered beginners as they had played four or more rounds of golf or had received instruction.